DOCUMENT RESUME

ED 229 497 UD 022 791

AUTHOR Torres, Judith A.; And Others
TITLE Seward Park High School. Project Superemos, 1981-1982. O.E.E. Evaluation Report.
INSTITUTION New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE Feb 83
NOTE 89p.; For related document, see ED 212 934.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Achievement Gains; Attendance; *Bilingual Education Programs; English (Second Language); High Schools; Hispanic Americans; *Limited English Speaking; Mathematics Achievement; Native Language Instruction; *Program Effectiveness; Reading Achievement; Science Instruction; Social Studies; *Spanish Speaking
IDENTIFIERS Elementary Secondary Education Act Title VII; New York City Board of Education

ABSTRACT

Project Superemos, conducted at Seward Park High School in New York City, was implemented in order to supplement the school's instructional services in English as a Second Language, native language arts, and bilingual instruction. The project provided supportive services necessary for mainstreaming into the regular school curriculum approximately 150 Hispanic, limited English proficiency students in grades nine through eleven. These services consisted of personal, academic, and career counseling, as well as peer tutoring, home visits, and referrals to outside agencies. Also conducted through the project were staff development and participation activities. Evaluation of the project's first year results showed: (1) statistically significant improvement in native language reading ability among participants; (2) improved performance on teacher-made mathematics and science tests; and (3) higher attendance rates among participants than among the general school population. However, the overall course passing rate for project participants did not meet the stated goals, except among ninth graders. (GC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED229497

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

O.E.E. Evaluation Report

February, 1983

SEWARD PARK HIGH SCHOOL

PROJECT SUPEREMOS

1981-1982

Principal:
Dr. Noel N. Kriftcher

Director:
Ms. Nora Ojeda

O.E.E. Bilingual Education Evaluation Unit

Ruddie A. Irizarry, Manager

Prepared by:

Judith A. Torres, Evaluation Specialist
Clara V. Velazquez
Elly Bulkin
Ignazio Puccio

With the Assistance of:

Armando Cotayo
Margaret H. Scorza

New York City Public Schools
Office of Educational Evaluation
Richard Guttenberg, Director

UD 022 791

BOARD OF EDUCATION OF THE CITY OF NEW YORK

JOSEPH G. BARKAN
President

AMELIA ASHE
Vice-President

STEPHEN R. FRANSE
IRENE IMPELLIZZERI
MARJORIE A. LEWIS
MIGUEL O. MARTINEZ
JAMES F. REGAN
Members

FRANK J. MACCHIAROLA
Chancellor

RICHARD F. HALVERSON
Deputy Chancellor

THOMAS K. MINTER
Deputy Chancellor
for Instruction

ACKNOWLEDGEMENTS

The production of this report, as of all O.E.E. Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of permanent staff and consultants. In addition to those whose names appear on the cover, Dennis Joyce has spent many hours creating, correcting, and maintaining data files. He has also trained and helped others in numerous ways. Joseph Rivera has spent many hours producing, correcting, duplicating, and disseminating reports. Without their able and faithful participation the unit could not have handled such a large volume of work and still produced quality evaluation reports.

A SUMMARY OF THE EVALUATION
FOR PROJECT SUPEREMOS
SEWARD PARK HIGH SCHOOL
1981-1982

This program, in its first year of a two-year funding cycle, supplemented the school's existing instructional services in E.S.L., native language arts, and bilingual instruction in the content areas with a system of supportive services directed towards the needs of approximately 150 Hispanic limited English proficiency students in grades nine through eleven. About 97 percent of the program students were foreign-born, almost half in the Dominican Republic, and all spoke Spanish at home. The students varied in English-language proficiency, ability in Spanish, and overall academic preparedness.

A major goal of the program was to expedite the acquisition of English-language skills necessary for full mainstreaming through individualized programs that focused on both academic and affective domains. Students with little knowledge of English took content-area courses in their native language, supplemented by three periods a day of intensive E.S.L. instruction. As students progressed, English was gradually introduced in the content-area courses. Extracurricular activities emphasizing students' cultural heritages and the development of positive self-images assumed an important role in the program. Student progress was evaluated on a continuous basis.

Title VII funds supported administrative and support services staff. Instructional services and paraprofessional assistance were funded by Title I, tax-levy, and P.S.E.N. monies. Curriculum development was an area of particular concern during the project's first year and focused on the translation of the global history text used throughout the school. In addition, project staff developed courses in mathematics, natural sciences, and career education, and materials for classes in general science and biology. Supportive services to program students consisted of personal, academic, and career counseling in addition to peer tutoring, home visits, and referrals to outside agencies. Development activities for staff members included an orientation meeting, monthly program meetings, conferences on bilingual education, workshops, and attendance at university courses. Parents of participating students were involved in an advisory committee and as volunteers in a variety of activities involving program students and groups in addition to individual conferences regarding the progress of their own childen.

Students were assessed in Spanish-language development (Interamerican Series La Prueba de Lectura); mathematics, science, and social studies (teacher-made tests); and attendance (school and program records).

Quantitative analysis of student achievement indicated that:

--In native-language reading ability, students in general showed average raw score gains of 3.2 points on the Prueba de Lectura. These gains were statistically significant although of moderate educational significance. The gains made by ninth- and tenth-grade students were not statistically significant and were of low to moderate educational significance. Eleventh-grade students, however, showed gains of high statistical and educational significance.

--In mathematics and science classes, the passing rate on teacher-made tests was 57 percent in the fall. In the spring, 61 percent passed similar examinations in the areas of mathematics, science, and social studies.

--The passing rate for the academic year was 63.4 percent in mathematics, 52 percent in science, and 61.5 percent in social studies. The rates ranged from 42.7 percent in science to 66.4 percent in mathematics during the fall.

--The overall passing rates failed to meet the proposed 80 percent criterion, with the exception of ninth-grade science students, who surpassed the criterion level in the spring.

--The overall attendance rate of program students was above 95 percent and exceeded 90 percent at each grade level. Program attendance surpassed the school-wide rate by over 17 percentage points and reached the proposed difference of 20 percent.

The following recommendations were aimed at improving the overall effectiveness of the program:

--that the program staff review the evaluation objectives for an appropriate assessment of student performance;

--that the program implement the testing as proposed, and report data as thoroughly and completely as possible;

--that the program explore the possibility of facilitating bilingual students' participation in business and/or career courses.

TABLE OF CONTENTS

		PAGE
I.	DEMOGRAPHIC CONTEXT	1
	Environment	1
	History of Services to LEP Students at Seward Park	3
II.	PROGRAM STUDENT CHARACTERISTICS	5
	Composition and Diversity	5
	Participant Selection	10
III.	PROGRAM DESCRIPTION	11
	Program Philosophy	11
	Program Objectives	12
	Organization and Personnel	14
	Funding	15
IV.	INSTRUCTIONAL COMPONENT	19
	Student Placement, Programming, and Mainstreaming	19
	Instructional Offerings	21
	Classroom Observations	22
V.	NON-INSTRUCTIONAL COMPONENT	28
	Curriculum and Materials	28
	Supportive Services	29
	Staff Development	31
	Parental and Community Involvement	35
	Affective Domain	36
VI.	FINDINGS	38
	Assessment Procedures, Instruments, and Findings	38
	Summary of Findings	50
VII.	CONCLUSIONS AND RECOMMENDATIONS	52
VIII.	APPENDICES	55

LIST OF TABLES

		PAGE
Table 1:	Ethnic Breakdown of Seward Park High School Student Population.	2
Table 2:	Home Language of Students Enrolled at Seward Park High School.	3
Table 3:	Number and Percentages of Program Students by Country of Birth.	6
Table 4:	Number and Percentages of Students by Sex and Grade.	7
Table 5:	Number of Students by Age and Grade.	9
Table 6:	Staff Characteristics: Professional and Paraprofessional.	16
Table 7:	Funding of Instructional Component.	17
Table 8:	Funding of Non-Instructional Component.	18
Table 9:	Mainstreamed Classes in Which Program Students are Enrolled.	21
Table 10:	Instruction in English as a Second Language and English Reading.	25
Table 11:	Instruction in the Native Language.	26
Table 12:	Bilingual Instruction in Content Areas.	27
Table 13:	Staff Development Activities in School.	32
Table 14:	Staff Development Activities Outside School.	33
Table 15:	University Courses Attended by Staff.	34
Table 16:	Native-Language Reading Achievement.	41
Table 17:	Summary of the Number and Percent of Students Passing Teacher-Made Examinations in the Content Areas.	42

LIST OF TABLES
(continued)

		PAGE
Table 18:	Number of Students Taking and Percent Passing Teacher-Made Mathematics Examinations, Fall.	44
Table 19:	Number of Students Taking and Percent Passing Teacher-Made Mathematics Examinations, Spring.	45
Table 20:	Number of Students Taking and Percent Passing Teacher-Made Science Examinations, Fall.	46
Table 21:	Number of Students Taking and Percent Passing Teacher-Made Science Examinations, Spring.	47
Table 22:	Number of Students Taking and Percent Passing Teacher-Made Social Studies Examinations, Spring.	48
Table 23:	Attendance.	49

SPANISH BILINGUAL PROGRAM
(SUPEREMOS)

SEWARD PARK HIGH SCHOOL

Location:	350 Grand Street New York, New York 10002
Year of Operation:	1981-1982, first of two years
Target Language:	Spanish
Number of Students:	150
Principal:	Dr. Noel N. Kriftcher
Project Director:	Ms. Nora Ojeda

I. DEMOGRAPHIC CONTEXT

ENVIRONMENT

Seward Park High School is located in the Lower East Side of Manhattan. Parts of this area are among the most economically depressed in the city, while others contain tremendous commercial activity of newly constructed high-rise apartment buildings.

For students at Seward Park, the neighborhood's poverty is the most concrete of these realities. Walking to school in itself involves passing many obviously unemployed adults and house after house that, built at the turn of the century, are in serious disrepair, some inhabited by long-time residents, some being renovated for rental or for condominium or cooperative sale to individuals whose economic bracket is considerably above the average for neighborhood residents.

In the western part of the neighborhood, the active commercial district composed of small wholesale and retail businesses and restaurants reflects the current and historic racial and ethnic diversity of the neighborhood, with ownership mainly in the hands of people of Chinese, Hispanic, Italian, and Jewish ancestry. While less readily visible from the street, many factories exist on the upper floors of a number of the larger buildings where workers, primarily women and predominantly Asian-American and Hispanic, put in long hours at low wages.

The school population is generally representative of the low-income Asian-American, black, and Hispanic residents of the area. Table 1 offers a breakdown of the 4,043 students at Seward Park.

TABLE 1

Breakdown of Seward Park High School Student Population

Category	Number of Students	Percentage
Black	602	15
Hispanic	1,888	47
Oriental	1,310	32
Other	243	6
TOTAL	4,043	100

.This table is based on the ethnic survey conducted by Seward Park High School on 10/31/81.

.Hispanics comprise the largest ethnic group at Seward Park High School according to this survey.

Table 2 indicates the languages used at home by students in the school as a whole and the percentage within each language group that has been identified as of limited English proficiency (LEP).

TABLE 2

Home Language of Students Enrolled at Seward Park High School

Language	Number of Students	Percent of Total Enrollment	Percent LEP
Spanish	1,888	47	24
Chinese	1,310	32	64
English	827	20	0
Indochinese	11	less than 1%	100
Korean	5	less than 1%	100
Hebrew	1	less than 1%	0
Polish	1	less than 1%	0

.Spanish is the home language of 47 percent of the school population.

.Twenty-four percent of the Hispanic population is categorized as LEP.

.Chinese is the home language of 32 percent of the student population.

HISTORY OF SERVICES TO LEP STUDENTS AT SEWARD PARK

The present project is the result of the school's concern over many years with the specific needs of LEP students. Five years ago, an Aspira program was initiated which offered bilingual mathematics, science,

and social studies courses to Hispanic LEP students. These offerings were later expanded to include Spanish language arts, culture courses, and typing. Hispanic students also participated in E.S.L. classes offered on five levels by the English department and a Spanish bilingual grade advisor helped students plan their programs at the beginning of the school year. The school now supports the positions of a full-time certified Spanish bilingual guidance counselor, a part-time bilingual dean, and a full-time Spanish bilingual college/career advisor.

In 1975, Seward Park also initiated a five-year Title VII bilingual program for Chinese LEP students and is currently in the second year of a similar program in cooperation with Washington Irving High School.

This first year of Title VII funding then, supplements the existing bilingual instructional services with:

--paraprofessional assistance in bilingual content-area classes;

--the development of curricular materials for use with Spanish-speaking students in program and non-program classes;

--staff development activities for bilingual program personnel;

--a system of supportive services directed towards the needs of Hispanic LEP students; and

--administrative personnel to supervise the Title VII staff members and coordinate all program activities.

II. PROGRAM STUDENT CHARACTERISTICS

COMPOSITION AND DIVERSITY

The target population consists of approximately 150 Hispanic students. About 80 percent of them live in the area surrounding Seward Park High School. The remaining 20 percent used to live in the area, but chose not to transfer from the school in which they had begun their high school education, although some now live a long subway ride away from Seward Park.

Approximately 97 percent of the program students are foreign-born. Table 3 presents a breakdown by country of origin of students in the program.

TABLE 3

Number and Percentages of Program Students by Country of Birth

Language: Spanish

Country of Birth	Number	Percent
Dominican Republic	67	47
Puerto Rico	41	29
Ecuador	14	10
El Salvador	5	4
Mexico	4	3
Colombia	2	1
Guatemala	1	less than 1%
Costa Rica	1	less than 1%
Peru	1	less than 1%
Chile	1	less than 1%
Venezuela	1	less than 1%
U.S.	4	3
TOTAL	142	100

.All students are Hispanic and Spanish is their home language. The highest percentage (47) of students was born in the Dominican Republic, followed by Puerto Rico (29 percent).

.Only 3 percent of the students are United States-born.

Table 4 presents the distribution of bilingual program students by sex and grade.

TABLE 4

Number and Percentages of Students by Sex and Grade

Grade	Male N	Percent of Grade	Female N	Percent of Grade	Total N	Percent of All Students
9	25	63	15	37	40	27
10	46	49	47	51	93	63
11	7	50	7	50	14	10
TOTAL	78	53	69	47	147	100

- There are slightly more male than female students in the program. This distribution is particularly due to the greater proportion of male students in grade 9.
- Most students (63 percent) are in grade 10, whereas the lowest proportion of students is in grade 11.

Because almost all of the Superemos students are relatively recent immigrants, their educational histories vary considerably. Some students are at or above the appropriate grade level in terms of skills and knowledge in mathematics, natural sciences, and social sciences. These students only need to master English in order to function well academically. Other students, especially those who came from countries which offered them limited educational opportunities, fall well below grade level in the core content areas. In addition to learning English, they need to improve

their basic cognitive skills and general knowledge of content-area material. Still another group of students never attended school or had far fewer years of education than their grade level would indicate. See Table 5 for the distribution of students by age and grade. Both these students and those whose schooling was limited in terms of content and general quality are deficient in the native-language skills that would facilitate their acquisition of oral and literacy skills in English.

As a result, program students reflect considerable diversity in terms of language skills. Their native-language skills range from almost illiterate, to one or two standard deviations below the norm, to above grade level in speaking, reading, and writing. English-language skills range from none at all to the high intermediate English as a second language (E.S.L.) level. Providing educational services to these students is complicated even further by cultural differences among them that affect their modes of learning, and by the lack of reinforcement they get for their English-language skills in their Spanish-speaking families and communities.

TABLE 5

Number of Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Total
14	1	1		2
15	2	11		13
16	11	31	2	44
17	12	25	1	38
18	7	14	7	28
19	2	5	2	9
20	1	2	1	4
21			1	1
Total	36	89	14	139
Overage Students:				
Number	33	46	11	90
Percent	92	52	79	65

Note. Shaded boxes indicate expected age range.

.Sixty-five percent of the students, the majority, are overage for their grade. The highest percentage of overage students is in grade 9, while the lowest is in grade 10.

.Most students are 16 years of age. Of these, most are in grade 10.

PARTICIPANT SELECTION

Eligibility for participation in the program is determined by the project director's use of the following criteria as indicators for selection:

--all Hispanic students who score under the twenty-first percentile in the English Language Assessment Battery (LAB) test, but higher in the Spanish LAB;

--low proficiency in Spanish in addition to low proficiency in English for students who are not newly arrived to the United States, as determined by a personal interview;

--newly-arrived students from Spanish-speaking countries who have no knowledge of English.

In the first year of the program only four students were reported as United States-born but had lived most of their lives in Puerto Rico. The rest of the program participants were all newly-arrived* Spanish-speaking students with little or no knowledge of English.

*Some of these students had been in the United States only three or four weeks; the others, including those from feeder schools, had been in this country for less than a year.

III. PROGRAM DESCRIPTION

PROGRAM PHILOSOPHY

Project Superemos is designed to meet the needs of Spanish-speaking LEP students through an individualized program that focuses on both academic and affective domains. While many of the students now have extremely limited proficiency in English, the program aims to provide them with the skills necessary for them to function successfully in the school's mainstream.

To this end, students with little or no knowledge of English take content-area courses in their native language, along with three periods a day of intensive instruction in E.S.L. A daily Spanish class supports the ongoing development of their primary language skills. As students progress they are introduced to English vocabulary and glossaries, and required to write short summaries in English. Such usage of English in program classes increases until students reach the point at which they can function effectively in mainstream courses. When mainstreamed, program students continue to take a period a day of native language arts, so that they retain both language skills and cultural information.

Since the project assumes the importance of students' affective development, it emphasizes non-instructional, as well as instructional, areas. It exposes students to extracurricular activities that emphasize their native language and culture as a means of encouraging a positive self-image and of easing the transition to a new language and culture. Parental involvement in the program provides potential support for students whose parents become increasingly familiar with program goals and educa-

tional possibilities. The role of trained bilingual professionals such as guidance counselors, deans, grade advisors, family workers, and community liaisons is essential in working with students and their families.

The project reflects a general school concern that bilingual students should be involved in ongoing interaction with students from other backgrounds and language groups. In this way, students would be exposed to each other's cultures in a positive manner that would encourage mutual respect and knowledge within a multi-ethnic, multi-linguistic, multi-racial, and multi-cultural environment.

PROGRAM OBJECTIVES

The main goal of the Spanish Bilingual Program at Seward Park High School is to improve the cognitive skills of the target students in their overall academic performance in English content areas for each year in which the program is functioning. It is expected that through academic improvement the students will be better prepared for gainful employment in the world of work within the mainstream society or enter a university upon graduation from Seward Park.

Specifically, the objectives for the 1981-1982 academic year are as follows:

1) eighty percent of the students will master one objective per three weeks of instruction demonstrating an increase in English proficiency as measured by the Criterion Referenced English Syntax Test, Levels I-III;

2) eighty percent of the students will demonstrate significant gains in reading in Spanish as measured by La Prueba de Lectura, Level III;

3) eighty percent of the students will score 65 percent or above in mathematics, science, and social science as measured by teacher-made and citywide tests;

4) there will be an increase in attendance of Hispanic parents at program activities which inform them about their children's progress and the different functions of the program;

5) two newsletters will be published describing the aims, goals, and implementation procedures of the program;

6) two workshops will be conducted in E.S.L. Survival Skills for parents of students enrolled in the program;

7) eighty percent of bilingual staff will complete a minimum of 6 credits towards the master's degree in bilingual education and related skills;

8) eighty percent of the paraprofessional staff will complete a minimum of 6 credits toward a bachelor's degree in bilingual education or E.S.L.;

9) at least one member of the staff will attend local and regional conferences, seminars, and workshops dealing with bilingual education or relevant topics;

10) eighty percent of staff members will visit bilingual education programs in other schools in order to share ideas and materials leading to the improvement of each other's program;

11) eighty percent of the staff will participate in staff conferences for the purpose of orientation and in-service training;

12) students participating in the program will have a rate of attendance 20 percent higher than that of the mainstream students;

13) the students in the program will have a dropout rate 20 percent less than that of the mainstream students;

14) the students in the program will have 50 percent fewer suspensions than that of the mainstream students;

15) eighty percent of the students will attend 80 percent of the Career Group Guidance Workshops.

ORGANIZATION AND PERSONNEL

Project Superemos is administered by the program director funded by Title VII, under the supervision of the principal. At the beginning of the 1982-1983 academic year, program supervision will shift to the assistant principal of bilingual/E.S.L. education, a newly created tax-levy position. In addition to working closely with the assistant principals in charge of each academic area, the dean in charge of E.S.L., and the bilingual guidance counselor, the director is responsible for overall program coordination, fiscal matters, and staff training, and for the supervision of classroom instruction, curriculum development, and other staff duties.

Other project staff includes two resource teachers, three educational assistants* (in mathematics, tutoring and school/community relations, and administration, respectively) and a family assistant all funded by Title VII. A bilingual guidance counselor and two educational assistants (social studies and science, and math and science) are supported by tax-levy funds. The resource teachers work in the areas of mathematics and science.

*The proposed staff was to include two paraprofessionals. The project director received permission for a budget modification based on the secretary intern position which was never filled and accruals from the salaries of the existent program personnel. As a result, two additional paraprofessionals were hired in March 1982 to provide direct services to the students.

They are in charge of teaching native language content-area courses, as well as of developing curriculum geared to Spanish bilingual students in these two subject areas. The five educational assistants provide individual attention to students in E.S.L. and content-area classes, as well as general help to classroom teachers. The family assistant, who works closely with the guidance counselor, keeps in touch with students' families by phone or through personal visits, and serves as liaison between families and staff when problems arise that affect school performance or attendance. The guidance counselor provides counseling services to program students. The bicultural Hispanic background of nearly all of the project staff is particularly helpful to them in working with both students and their families. Table 6 enumerates staff characteristics.

FUNDING

The program received funding from the following sources: Title VII, Title I, P.S.E.N., and tax-levy. Table 7 identifies the sources of funding for the instructional component. Table 8 provides the same information for the non-instructional component.

TABLE 6

Staff Characteristics: Professional and Paraprofessional Staffs

Function(s)	% Time Spent in Function	Date Hired	Education	Certification & License	Years of Monolingual Experience	Years of Bilingual Experience	Years of Experience (E.S.L.)
Director	100	11/81	B.A. Comp. Lit. Eng.Span. M.A. Spanish Ed. M.A. Span. Lang. & Lit. 24 Credits Adm. Super.	Spanish Req. DHS English Req. DHS	3	2	3 (University of Puerto Rico)
Resource Teacher	.6	2/82	B.A. Science				
Gen. Science Teacher	.2	"	M.A. Student Personnel	TPD Bilingual	1	3	None
Biology Teacher	.2	"	Counseling	Science DHS			
Resource Teacher	.6	9/75	B.A. Art History	NYC Spanish DHS Bilingual Common Branches	10	7	3
Pre-Algebra Teacher	.4	2/82	M.A. Bilingual Ed.	NYS Spanish Math DHS			
Guidance Counselor	100	2/68	B.A. Math M.A. Guidance Ph.D. Guidance	NYS Bilingual Guidance Counselor	10	3	None
Paraprofessional	100	3/82	7 Credits	None	None	4 Months	None
Paraprofessional	100	3/82	B.A. Education (6/82)	NYC Special Ed. Common Branches	None	4 Months	None
Paraprofessional	100	10/81	B.S. Science	None	None	1	None
Paraprofessional	100	3/82	134 Credits Art & Spanish	None	None	5 Months	None
Paraprofessional	100	12/81	B.A. Philosophy & Psychology M.A. Philosophy & Psychology	None	None	7 Months	None
Family Assistant	100	11/82	6 Credits	None	2	9 Months	None

TABLE 7

Funding of Instructional Component

Component	Funding Sources(s)	Number of Personnel Teachers	Paras
E.S.L.	Title I	4	3
	P.S.E.N.	5	3
Reading (English)	Title I	3	4
	P.S.E.N.	3	4
Native Language	Tax-Levy	2	-
Mathematics	Title I	5	-
	Title VII	1[a]	1
	P.S.E.N.	3	-
	Tax-Levy	-	1
Social Studies	Tax-Levy	1	1
Science	Title VII	1[a]	-
	Tax-Levy	2	2

[a]These are ancillary instructional services performed by the resource teachers.

TABLE 8

Funding of Non-Instructional Component

Component	Funding Source(s)	Personnel Number	Personnel Title(s)
Administration & Supervision	Title VII	1	Director
Curriculum Development	Title VII	2	Resource Teachers
Supportive Services	Tax-Levy	1	Bil. Guid. Counselor
		1	Bil. Dean
	Title VII	1	Family Assistant
Staff Development	Title VII	1	Director
Parental & Community Involvement	Title VII		All program personnel

IV. INSTRUCTIONAL COMPONENT

STUDENT PLACEMENT, PROGRAMMING, AND MAINSTREAMING

Prior to applying the selection criteria outlined in the "Participant Selection" segment of this report, the program director goes through the ninth- and tenth-grade academic records of all entering Hispanic students in the school. In this way, she engages in a preliminary identification of those students in need of additional help because of their lack of English-language skills.

Each student's program is then assembled by the guidance counselor and is assigned two periods a day of E.S.L. instruction, one period a day of reading in the content areas (R.C.A.), mathematics in Spanish, natural sciences in Spanish, and global history in Spanish. It is expected that after two years the students will be able to be completely mainstreamed into English content courses. Programming of bilingual students at Seward Park is based on state-mandated courses required for graduation.

Following a program student through four years of science can illustrate how the program is designed to move the student into the mainstream. A ninth grader newly arrived in the United States, for example, will be enrolled in a science class conducted in Spanish but with glossaries and terminology in English. The same student will be enrolled the following year (tenth grade) in a biology course which will include a higher degree of English usage and linguistic summaries in English at the end of each class period. This will be in preparation for eleventh-year chemistry in English and twelfth-year physics in English.

To facilitate the transition from E.S.L. to a mainstream English class, the English department offers a bridge course after a student has taken four semesters of E.S.L. and reading in the content areas. This course (W.I. 1) offers intensive practice in composition writing. Like the E.S.L. classes, it is taken by Hispanic, Chinese, and such other students as East Indians and Pakistanis.

Mainstreaming is dependent upon the following criteria:

--a score above the twenty-first percentile in the English LAB test;

--English proficiency according to the judgement of program director and content-area teachers;

--fluency in reading and writing English, according to tests given by E.S.L. teachers;

--fluency in spoken English based on classroom interviews with E.S.L. teachers;

--the completion of all content-area courses offered in Spanish.

Mainstreaming is regarded favorably by the students, parents, faculty, and staff. Since the program has just begun, no data indicate the level of performance once the students are mainstreamed. However, this will be an important indicator of program success as Project Superemos reaches maturity. Table 9 lists those mainstream classes in which program students are enrolled.

TABLE 9

Mainstream Classes in Which Program Students Are Enrolled

Component/ Subject	Number of Students	Minutes Per Week	Criteria for Selection
Gym	120	200	Required for diploma
Music	16	200	1 credit required for graduation
Art	30	200	Required for graduation

INSTRUCTIONAL OFFERINGS

The program's instructional offerings reflect the regular ninth- and tenth-year programs mandated by the state and the Board of Education of New York City. The students take eight units of English communication arts (supplementary courses to enhance reading, writing, and oral skills in English), at least six in Spanish language arts, six in social studies, four in mathematics, four in science, one in hygiene, one in music, one in art, and seven in E.S.L. and reading in the content areas (R.C.A.). This 38 unit course of studies is to be completed in a period of three years.

Table 10 list courses, class registers, and curriculum for E.S.L. and English reading. Table 11 includes the same information for native language courses. Table 12 contains that information, as well as the percentage of Spanish and English used in each course and related data, for bilingual courses in content areas.

Bilingual content-area courses follow the same instructional sequence and curriculum guidelines as mainstream courses, but include additional language enrichment activities. In one social studies class, for instance, several students had developed the skill of simultaneous translation and were clearly on their way to doing more content-area work in English. Even after these students are completely mainstreamed, they will continue to take the four-year sequence in Spanish-as-a-native-language, which includes Spanish grammar, literature of Hispanic America, and Hispanic culture and is designed to help maintain the students' native-language skills.

CLASSROOM OBSERVATIONS

Four different tenth-grade classes were visited by the evaluator in the areas of mathematics, science, social studies, and E.S.L.

The twenty students present in the mathematics class were taking practice tests for an upcoming department-developed mathematics examination. The teacher gave preliminary instructions to the whole group; then as students worked on their own, the teacher and a paraprofessional moved from student to student providing individual assistance as needed. All instruction was given in Spanish, which was the only language heard during the class time. Teacher-student rapport appeared to be excellent. Students seemed comfortable and respectful when interacting with the teacher. The teacher, in turn, appeared concerned and interested in the students' needs.

Twenty-five students were present in the biology class. Students received whole-group bilingual instruction from one teacher; no paraprofessional assistant had been assigned to this class. The teacher's

language use appeared to depend on the level of difficulty of the concepts being presented. Simple concepts were presented in English (used about 20 percent of class time); more complex ideas were presented in the native language. Specialized vocabulary was presented in both languages. However, students addressed the teacher and each other exclusively in Spanish. The teacher appeared well acquainted with the content of the lesson and her command of both English and Spanish was excellent.

The social studies class, attended by fifteen students, began with a filmstrip and a recording on social stratification during the Middle Ages. All recorded dialogue was in English. At various points during the film, the teacher asked the more English-proficient students to translate concepts into the native language. The film was followed by reading and question-and-answer drills. During the discussion the teacher used English as much as the students' knowledge permitted (about 20 percent of the time). Whenever students did not understand the material presented in English, the teacher would switch to the native language. Students appeared to be more comfortable addressing the teacher in Spanish; however, the more English proficient students attempted to answer in English. When addressing each other, students used Spanish exclusively.

An observed strength of the class was the teacher's integration of language arts content into the subject area under discussion.

Twenty students were present in the E.S.L. class. Consistent with school-wide policy, English was used exclusively by the teacher and the paraprofessional assistant present in the classroom. The teacher gave whole-group instruction using a commercially-developed textbook, while the paraprofessional helped individual students with reading problems. When addressing the teacher, students used English 100 percent of the time. Since the class contained students from various linguistic backgrounds, they also used English when communicating with each other. However, when speaking with members of the same linguistic group, students tended to use their native language.

TABLE 10

Instruction in English as a Second Language and English Reading

Courses	Number of Classes		Average Class Reg.		Class Pds./Week	Description	Curriculum or Material in Use
	Fall	Spring	Fall	Spring			
E.S.L. 1	3	4	30	20	10	Intro. to English sounds and structure; complete chapters 1-10	Lado I & Workbook, Access, Side by Side
E.S.L. 2	5	8	22	18	10	Increase basic vocab. to 150 words; present tense; complete chapters 1-10	Lado II & Workbook, Access, Side by Side
E.S.L. 3	8	8	20	16	5	Increase basic vocab. to 250 words; past, future, & present perfect tense; complete chapters 1-10	Lado III & Workbook
E.S.L. 4	7	8	20	19	5	Increase basic vocab. to 350 words; conditional, past continous tense; complete chapters 1-10	Lado IV & Workbook
R.C.A. 1	6	3	25	25	5	Same structure and same vocabulary and reading comprehension skills	Modern American English I
R.C A. 2	4	5	31	30	5		Modern American English II
R.C.A. 3	5	5	34	25	5		Modern American English III
R.C.A. 4	5	5	31	29	5		Modern American English IV
W.I. 1	8	9	19	17	5	Writing description and "How to" compositions, diaries, review for Regents Writing Competency Test	Elementary Composition Prac. II
W.I. 2	-	8	-	16	5	Writing book reports, diaries and short stories; review for Regents Writing Competency Test	Teacher-Made Materials

TABLE 11

Instruction in the Native Language

Courses	Number of Classes		Average Class Reg.		Class Pds./Week	Descriptions	Curriculum or Material in Use
	Fall	Spring	Fall	Spring			
Spanish 37/47	2	2	21	26	5	For new arrival or native speakers who speak little or no English	Segunda Vista/2ndo Libro (Amsco)
Spanish 5N	-	2	-	33	5	Level III-First Half	El Esp. al Dia (1st half)
Spanish 6N	2	-	27	-	5	Spanish Reading Level III (Regents)	El Esp. al Dia (Bk.3-2nd half) 16mm movies
Spanish 7N	1	-	17	-	5	Current Events & Life	Vivir Hoy
Spanish 8N 9N 10N	2	-	28	-	5	Multi level - Lit. & Current Living	Galería Hispánica, Don Quijote, Caleidoscopio de las Américas

TABLE 12

Bilingual Instruction in Content Areas[a]

COURSE TITLE[b]	NUMBER OF CLASSES FALL	NUMBER OF CLASSES SPRING	AVERAGE REGISTER FALL	AVERAGE REGISTER SPRING	LANGUAGES OF INSTRUCTION AND USE	PERCENT OF MATERIALS IN NATIVE LANGUAGE	ARE MATERIALS APPROPRIATE TO STUDENTS' READING LEVEL	DO MATERIALS CORRESPOND TO MAINSTREAM CURRICULUM
Global History I	2	2	25	25	75% Spanish 25% English	25	No	No
Global History II	2	2	26	26	75% Spanish 25% English	25	No	No
Pre-Algebra 17	1	1	38	24	95% Spanish 5% English	100	Yes	Yes
Pre-Algebra 27	1	1	32	34	90% Spanish 10% English	100	Yes	Yes
9 Math AS	1	1	45	30	75% Spanish 25% English	50	Yes	Yes
9 Math BS	1	1	26	35	75% Spanish 25% English	50	Yes	Yes
9 Math CS	1	1	25	25	75% Spanish 25% English	50	Yes	Yes
General Science 17S	1	1	36	31	40% Spanish 60% English	40	Yes	Yes
General Science 27S	1	1	39	34	90% Spanish 10% English	90	Yes	Yes
Biology 27S	1	1	45	23	80% Spanish 20% English	80	Yes	Yes
Biology 17S	1	1	38	23	50% Spanish 50% English	50	Yes	Yes
Biology 17S	1	1	31	31	40% Spanish 60% English	40	Yes	Yes

[a]Selection criteria include LAB scores or "newly arrived" status.

[b]All classes met for 200 minutes per week.

V. NON-INSTRUCTIONAL COMPONENT

CURRICULUM AND MATERIALS

The absence of appropriate curriculum material for program students has made this an area of particular concern during the first year of the project's operation. In addition to providing students with a packet containing a translated Spanish-language school guide, curriculum, and course outlines, the director and the resource teachers have been involved in developing and translating course material in a number of areas.

A priority has been the translation of the global history book used throughout the school, since this course is essentially the only one offering any material relevant to the students' native cultures. To remedy this situation, a course has begun to be developed on Latin American, Caribbean, and Central American history and culture. It is expected that this course will be offered for the first time in the spring, 1983 term. At this point, the history curriculum deals in a limited way with pre-Columbian and Latin American history. Since the focus thus far has been on developing curriculum for use within the program, materials on Hispanic culture have not yet been created for use in mainstream courses; project staff has, however, already presented slide shows on pre-Columbian and Iberian art in mainstream art classes.

In addition, the project staff has developed courses in mathematics, natural sciences, and career education. Reading and teaching materials in Spanish are now available for program courses in pre-algebra and algebra. Supplementary materials in Spanish have also been provided for the non-

program mathematics skills classes in which many Spanish-speaking students are enrolled which are taught by a non-Spanish-speaking teacher with the assistance of the bilingual math and science educational assistant. Spanish lesson plans, teaching materials, charts, and tables have been developed for classes in general science and biology. Though it will not be taught until the fall 1982 term, an elective career education course that emphasizes employability skills has been devised. It will include trips to community agencies and instructions and visits by outside speakers, in addition to regular classroom meetings.

Material from other Title VII programs has been especially useful in the development of curriculum and material thus far. By the fall 1982 term, this material will be kept in the program's resource center. Since a central location for the center was not available during the 1981-1982 school year, the collection was housed in the library and brought to the tutoring room when needed.

SUPPORTIVE SERVICES

Supportive services are especially important to program students. Nearly all are relative newcomers to the country and the city and, along with other members of their families, have to make considerable adjustments to cope with a new environment. More than half work after school in order to supplement their families' low income and therefore have limited time to devote to school assignments. For all, learning a new language at the same time as learning material in content-area courses is difficult and sometimes discouraging.

The bilingual guidance counselor meets with students individually or in small groups and sees each student at least once per term. In addition to offering group counseling sessions throughout the year, she conducts career counseling group sessions for approximately 20 students once a week. These career workshops are held in the career section of the library; students therefore have access to books, files, and audio-visual materials on the careers which interest them. Students are instructed in the use of these materials so that they may make appropriate career choices. These career goals are then considered in course selection as well as in choosing a college.

Although the guidance counselor sometimes meets with parents, that role is played primarily by the family assistant. She keeps in ongoing contact with parents and intervenes in such home crises as housing emergencies, and possible runaways. She communicates with parents at the school, on the phone, and at their homes when students have problems with academic performance, excessive absences, or school discipline. Like the guidance counselor, she makes referrals to social service or community health agencies, as well as to local settlement houses which offer a variety of free or nominal-fee services: University Settlement House, Educational Alliance, Solaridad Humana, the Jewish Federation, Chinatown Manpower, and the Chinatown Business Association.

Students with academic problems can make use of the school's peer tutoring program. Functioning after school, it helps students with their homework by providing additional E.S.L. instruction, communication skills practice, and individual attention.

STAFF DEVELOPMENT

Coordinated by the program director, staff development is an ongoing part of the project. Internally, staff needs for additional training and information were met at the orientation meeting, at monthly program meetings for both the Title VII staff and all personnel serving the program students, and at a faculty meeting on bilingual education and Superemos organized by project staff and attended by about seventy Seward Park staff members. In addition, teachers attended several two- to six-day long conferences that covered such issues as parental involvement in student learning, research on the effectiveness of bilingual education, and establishing an active parental advisory committee. Paraprofessionals attended workshops that focused on such issues as opportunities in industry for post-secondary students and the status of Hispanics in private industry. Tables 13 and 14 outline staff development activities. Table 15 lists university courses taken in the last year by professional and paraprofessional project staff.

The school-wide concern for integrating program students as fully as possible into the larger school community is reflected in the training and information provided by the program director for mainstream faculty members. In addition to addressing the entire faculty about the needs of bilingual students, she was in charge of a pre-service session for new mainstream faculty that dealt with teaching methods appropriate to bilingual students. She also spoke about the program and about bilingual education in general at regularly scheduled meetings of each individual department.

TABLE 13

Staff Development Activities in School

Strategy	Description	No. and Title of Staff Attending	Speaker or Presenter	Frequency of Number of Sessions	Goal
Dept. meetings	Four program meetings (Guidance & bilingual departments)	All staff members attend	Director & Guest Speakers	Monthly	Staff development & discussion of questions of interest to the entire bilingual program staff
Workshops	New teachers organization workshop	Resource teacher			
	Training in guid. for remediation programs	Guidance counselor	Martin Luther King H.S./ Dr. Shephard-Hack, presenter	One session	To educate counselors on career education for bilingual student
	Organization Conf.	70 school faculty members	Project director		
Other	Writing teachers consortium	Resource teacher			Glossary: Help students understand the material for math resource center
	Parent/Teacher Night (Lecture on requirement for grad.)	Parents & teachers	Program Director		
	Lecture	40 new teachers	Program Director	One session	Acquaint new teachers with the goals & objectives of the bilingual program
	Lecture	Entire faculty at faculty conference	Program Director		Same

TABLE 14

Staff Development Activities Outside School

Strategy	Description or Title(s)	Sponsor/Location	Speaker or Presenter (if applicable)	No. and Title of Staff Attending	Number or Frequency of Sessions
Workshops held outside school	Shop Steward Workshop	DC 37/Local 372, 140 Park Place	Donald Sanford	1 Family Worker	3
	Workshop on LEP Students & Career Education	Murray Bergtraum H.S.	Program Director	Ahout 45 different H.S. co-op coordinators	1
Conferences and symposia	NABE Conference	NABE/Detroit	Training Teachers-Organizing & Presenting Workshops; Parent Involvement in Children's Activities; Training Teachers Organizations & Organization Change; Research on the Effectiveness of Bilingual Education; The International Perspective: Learning from Other Countries; Effective Parental Advisory Committees	1 Resource Teacher Program Director	3 days - 6 sessions 6 days - 6 sessions
	Leadership Institue Image SABE Conference Title VII	BESC/N.Y.C. Image/N.Y.C. Concord Hotel Albany, N.Y.		Program Director Program Director	3 days - all day 2 days - all day
Other	Image	Image/N.Y.C.	Opportunities in industry for post secondary students Status of Hispanics in private industry	1 Sci. Resource Teacher Paraprofessionals	1 day - 2 sessions
	Confering with J.H.S. guidance counselors-regarding program or incoming bilingual students & J.H.S. students entering in September	J.H.S. 56, 55, 60, 22, 25, 50	Program Director	Each schools' counselors and teachers involved with such students	6 times

TABLE 15

University Courses Attended by Staff (Professional and Paraprofessional)

Staff	Institution	Goal	Frequency	Course(s)
Resource Specialist (Math)	Brooklyn College	Advanced Certification in Administration/ Supervision	Spring Semester/ Once a week	Administration - Theory & Practice II School & Community Relations
Paraprofessional	City College of N.Y.	B.S. (Education)	Five times a week Every Tuesday night	Student teaching (I & II) Seminar in Education (I & II) Measurement & Evaluation Teaching Math in the Elementary School
Family Assistant	Pace College College of New Rochelle	B.A.	Three times a week Twice a week	Psychology I & II Language Arts
Paraprofessional	Brooklyn College	B.A.	Once a week	Sculpture
Paraprofessional	N.Y. University	E.S.L.	Twice a week Once a week	Written Proficiency English Pronunciation

PARENTAL AND COMMUNITY INVOLVEMENT

The program has involved parents actively in a number of ways. In addition to individual contact relating to the progress of their own child, they are involved in an advisory committee and as volunteers working with program students and groups.

The advisory committee is composed of parents, members of the community, and students from the Latin American Club who either volunteered or were invited to join this group. They met on March 22nd and May 11th to discuss the overall functioning of the program and to plan educational and extracurricular activities to involve mainstream faculty, community, and parents. Committee members indicated that they feel positively about the role that they are playing within the program.

Parental activity is also strong in other areas. Bilingual parents have volunteered to serve as tutors, to help in fund-raising, to go on program trips, to serve on the executive committee of the Parents Association, to act as advisor to the Latin American Club, and to work on health fairs and parent-teacher festivals. Parental attendance is exceedingly high in terms of meeting with project staff and going to Open School Week, the program's meetings for parents, and such school-wide events as the talent show, spring concert, and Big Apple Review. Parents are notified of these activities through letters, follow-up phone calls, the program newsletter, and, for public events, through announcements in El Diario and La Prensa, as well as on Spanish-language radio stations.

The program offers a number of services to parents that support their involvement in it. Workshops provide instruction for them on helping their children improve their academic performance in school. Community agency speakers inform them about the agency services available to families that are in the process of adapting to United States culture. In the fall 1982 term, parents of program students will be able to take a newly-developed course on urban survival and employability skills that will meet once a week. Since it will parallel in some ways the employability skills course that program students will be taking, parents will get some sense of the work that their children are doing, as well as information about career opportunities. The course will also incorporate E.S.L. lessons. Parental response to both past and planned activities designed to meet their own needs has been very enthusiastic.

AFFECTIVE DOMAIN

Although it appears that the program has considerably raised its students' self-esteem and sense of belonging, the fact that it only began operation in January 1982 makes it too early to draw any firm conclusions about the impact it has had in the affective domain. The suspension of 1.5 percent of program students does, however, represent a rate that is fifty percent less than that of mainstream students. In 1982-1983, the first full year of program operation, it will be possible to consider such areas as dropout rate and attendance as indicators of program success. To date, 11 of the 150 students (7 percent) have been discharged for unknown reasons.

Student attitudes toward the program are extremely positive. Several program students have received attendance and service awards. They have participated in a number of mainstream extracurricular activities, in some cases representing the Latin American Club, and have shown the desire to sponsor school-wide activities. Especially considering how recently most of these students have come to this country, this participation is a very positive indicator of their chances for long-range success. In addition, it supports the program goal that students learn to function successfully within the English-dominant, mainstream school and society without giving up their own language and culture, to become truly bicultural rather than trading their native culture for another.

VI. FINDINGS

ASSESSMENT PROCEDURES, INSTRUMENTS, AND FINDINGS

The following section presents the assessment instruments and procedures, and the results of the testing to evaluate student achievement in 1981-1982.

Students were assessed in English-language development, growth in their mastery of their native language, mathematics, social studies, and science. The following are the areas assessed and the instruments used:

Reading in Spanish -- Interamerican Series, Prueba de Lectura (Vocabulary and Comprehension Subtests, Forms BS and AS, level 3V, 1950 version)

Mathematics performance -- Teacher-made tests

Science performance -- Teacher-made tests

Social studies performance -- Teacher-made tests

Attendance -- School and program records

The following analyses were performed:

On pre/post standardized tests of Spanish reading achievement statistical and educational significance are reported in Table 16.

Statistical significance was determined through the application of the correlated t-test model. This statistical analysis demonstrates whether the difference between pre-test and post-test mean scores is larger than would be expected by chance variation alone; i.e. is statistically significant.

This analysis does not represent an estimate of how students would have performed in the absence of the program. No such estimate could be made because of the inapplicability of test norms for this population, and the unavailability of an appropriate comparison group.

Educational significance was determined for each grade level by calculating an "effect size" based on observed summary statistics using the procedure recommended by Cohen.* An effect size for the correlated t-test model is an estimate of the difference between pre-test and post-test means expressed in standard deviation units freed of the influence of sample size. It became desirable to establish such an estimate because substantial differences that do exist frequently fail to reach statistical significance if the number of observations for each unit of statistical analysis is small. Similary, statistically significant differences often are not educationally meaningful.

Thus, statistical and educational significance permit a more meaningful appraisal of project outcomes. As a rule of thumb, the following effect size indices are recommended by Cohen and were used as guides to interpret educational significance (ES):

a difference of 1/5 = .20 = low ES

a difference of 1/2 = .50 = moderate ES

a difference of 4/5 = .80 = high ES

---

*Jacob Cohen. Statistical Power Analysis for the Behavioral Sciences (Revised Edition). New York: Academic Press, 1977 Chapter 2.

Due to the fact that program students were not both pre- and post-tested on the Criterion Referenced English Syntax Test (CREST), it was not possible to report the CREST results (see recommendations).

Rates of success of students in mathematics, science, and social studies courses taught in the bilingual program are reported by course and by grade. These tables contain the numbers of students reported as taking the relevant courses, the number reported to have passed, and the percent passing, for fall and for spring courses separately.

It should be noted that when the Spanish-reading assessment was administered, the speed subtest was omitted. Further, the 40-minute periods allocated for the testing were not sufficient even with the exclusion of the speed subtest. These conditions did not meet the publisher's specifications for test administration.

The attendance rate by grade and a comparison of the attendance rate of program participants with that of the school as a whole are presented in Table 23.

TABLE 16

Native Language Reading Achievement

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores in Native Language Reading Achievement of Students on the Prueba de Lectura, Vocabulary and Comprehension Subtests, Forms A and B, Level 3, by Grade

		Pre-Test		Post Test						
Grade	N	Mean	Standard Deviation	Mean	Standard Deviation	Difference	Corr. Pre/Post	t	p	ES
9	17	41.0	17.2	43.4	18.4	2.4	.90	1.23	N.S.	.42
10	29	39.7	19.7	43.2	19.6	3.5	.88	1.94	N.S.	.49
11	8	55.8	14.6	59.8	14.3	4.0	.96	2.63	.034	1.00
TOTAL	54	42.5	18.8	45.7	19.2	3.2	.90	2.79	.007	.51

.In general, students showed average raw score gains of 3.2 points. These gains were significant statistically and of moderate significance educationally.

.Ninth- and tenth-grade students showed gains which were not statistically significant; however, the gains were of low to moderate educational significance. The performance of students in these grades was more varied than that of grade 11 students. This might indicate a greater variation in ability.

.Eleventh-grade students showed gains which were statistically significant and of high educational significance.

TABLE 17

Summary of the Number and Percent of Students

Passing Teacher-Made Examinations in the Content Areas

		FALL 1981			SPRING 1982		
	Grade	N	Number Passing	Percent Passing	N	Number Passing	Percent Passing
Math	9	33	22	66.7	36	20	55.6
	10	82	56	68.3	66	41	62.1
	11	10	5	50.0	5	3	60.0
	TOTAL	125	83	66.4	107	64	59.8
Science	9	25	13	52.0	20	17	85.0
	10	51	19	37.3	46	25	54.3
	11	6	3	50.0	8	4	50.0
	TOTAL	82	35	42.7	74	46	62.2
Social Studies	9	None Reported			21	14	66.7
	10				43	26	60.5
	11				1	0	0.0
	TOTAL				65	40	61.5

All Subjects:

.Of the students enrolled in the bilingual math and science classes, the passing rate was 57 percent in the fall. In the spring, 61 percent passed teacher-made examinations in the areas of math, science, and social studies.

TABLE 17 (continued)

.The percentage passing rate for the year was 63.4 in math, 52 in science, and 61.5 in social studies. Math had the highest passing rate while science had the lowest. The rates ranged from 42.7 percent in science during the fall to 66.4 percent in math during the fall.

.The percentage passing rate was higher in spring than fall. The overall passing rate for the whole year was 59.2 percent.

.The overall rate of passing failed to meet the 80 percent criterion proposed. (See recommendations.) However, grade 9 science students surpassed the criterion level in the spring.

TABLE 18

Number of Students Taking and Percent Passing

Teacher-Made Mathematics Examinations, Fall

Course	Grade 9		Grade 10		Grade 11		Total	
	N	% Passing	N	% Passing	N	% Passing	N	% Passing
General Math I	1	0.0	1	0.0			2	0.0
General Math II	1	0.0					1	0.0
Fundamental Math			4	50.0	1	0.0	5	40.0
Algebra I, Academic	8	75.0	35	65.7	6	66.7	49	68.0
Algebra II, Academic			7	71.4	1	100.0	8	75.0
Intermediate Algebra I			1	0.0	2	0.0	3	0.0
Pre-Algebra I	23	69.6	34	76.5			57	72.4
TOTAL	33	66.7	82	68.3	10	50.0	125	66.4

- Sixty-six percent of the students who took mathematics examinations passed in the fall semester.

- Tenth-grade students had the highest percentage passing, followed by ninth-grade students. Tenth graders' passing rate is relatively high, particularly if we consider the high number taking advanced courses.

- The percent of students passing does not meet the 80 percent rate originally proposed. (See recommendations.)

TABLE 19

Number of Students Taking and Percent Passing

Teacher-Made Mathematics Examinations, Spring

Course	Grade 9		Grade 10		Grade 11		Total	
	N	% Passing	N	% Passing	N	% Passing	N	% Passing
General Math I	9	22.2	11	45.5			20	35.0
General Math II	4	75.0	16	50.0	1	100.0	21	57.1
General Math III	1	0.0	10	40.0	4	50.0	15	37.5
Pre-Algebra I	22	68.2	29	82.8			51	76.5
TOTAL	36	55.6	66	62.1	5	60.0	107	59.8

.Approximately sixty percent of the students who took mathematics examinations passed in the spring semester.

.Grade 10 had the highest percent of students passing. These students comprised the highest number taking the most advanced courses and examinations in mathematics offered in the spring.

.In general, students were enrolled in less advanced mathematics courses in the spring than the fall semester.

.The percent of students passing failed to meet the 80 percent criterion originally proposed. (See recommendations.)

TABLE 20

Number of Students Taking and Percent Passing

Teacher-Made Science Examinations, Fall

Course	Grade 9		Grade 10		Grade 11		Total	
	N	% Passing	N	% Passing	N	% Passing	N	% Passing
Biology I, Academic	2	100.0	19	47.4	4	75.0	25	56.0
Biology II, Academic					1	0.0	1	0.0
General Science I	14	64.3	14	42.9			28	53.6
General Science II, Academic	9	22.2	18	22.2	1	0.0	28	21.4
TOTAL	25	52	51	37.3	6	50	82	42.7

.Approximately 43 percent of the students passed teacher-made science examinations in the fall.

.Grade 9 had the highest percentage of students passing. These students were enrolled in the same courses as students in the other grades although they were fewer in number.

.The percent of students passing failed to meet the 80 percent criterion originally proposed. (See recommendations.)

TABLE 21

Number of Students Taking and Percent Passing

Teacher-Made Science Examinations, Spring

Course	Grade 9		Grade 10		Grade 11		Total	
	N	% Passing	N	% Passing	N	% Passing	N	% Passing
Biology I, Academic	1	0.0	25	36.0	1	0.0	27	32.1
Biology II, Academic			2	100.0	6	66.7	8	75.0
General Science I	5	80.0	3	100.0			8	87.5
General Science II, Academic	14	92.9	16	68.8	1	0.0	31	77.4
TOTAL	20	85.0	46	54.3	8	50.0	74	62.2

.Sixty-two percent of the students passed teacher-made science examinations in the spring.

.Grade 9 had the highest percentage of students passing. However most of these students were taking a less advanced course than the students in grades 10 and 11.

.In general, students were enrolled in similar science courses during the fall and spring semesters. However, the passing rate for students enrolled in the spring was considerably higher, except in Biology I, academic.

.The percent of students passing failed to meet the 80 percent criterion originally proposed. (See recommendations.)

TABLE 22

Number of Students Taking and Percent Passing

Teacher-Made Social Studies Examinations, Spring

Course	Grade 9		Grade 10		Grade 11		Total	
	N	% Passing	N	% Passing	N	% Passing	N	% Passing
Global History	21	66.7	42	61.9	1	0.0	64	62.5
Ancient and Medieval History			1	0.0			1	0.0
TOTAL	21	66.7	43	60.5	1	0.0	65	61.5

.Sixty-one percent of the students attending social studies courses passed teacher-made examinations. Most of these students were enrolled in global history.

.Grade 9 had the highest percentage of students passing in the global history course.

.The percent of students passing failed to meet the 80 percent criterion originally proposed. (See recommendations.)

TABLE 23

Attendance

Average School-Wide Attendance Percentage: 77.75

Grade	N	Mean Percentage	Standard Deviation
9	14	92.63	9.35
10	35	96.65	28.46
11	1	98.89	0.0
TOTAL	50	95.57	24.26

- Program students have a 95.57 percent attendance rate. They exceed a 90 percent attendance rate at each grade level.

- The average program attendance rate exceeded the school-wide rate by 17.82 percentage points. This difference surpasses the objective set by the program (that students participating in the program have a rate of attendance 20 percent [15.6 percentage points] higher than the school-wide rate).

SUMMARY OF FINDINGS

Spanish

In general, students showed a moderate gain of 3.2 points on the Prueba de Lectura (Spanish vocabulary and comprehension subtests). The results for the whole group were both statistically and educationally significant. The gains were educationally significant in all grades considered individually, but were not statistically significant for grades 9 and 10.

Content-Area Subjects

The program objective of an 80 percent passing rate in all content-area courses as measured by teacher-made examinations was not achieved in any subject, grade, or semester, except for ninth-grade students in science classes taught in the spring. This may indicate that the program objective of an 80 percent passing rate is too high (see recommendations).

Mathematics. A 66.4 percent overall passing rate was achieved in mathematics in the fall and a 59.8 percent overall passing rate was achieved in the spring. The passing rate was highest in grade 10.

Science. In science, a 42.7 percent overall passing rate was reported in the fall and a 62.2 percent overall passing rate was reported in the spring. The passing rate for ninth-grade students in the spring (85 percent) is 33 percentage points higher than the passing rate in the same grade in the fall. In the fall only 22.2 percent of the grade 9

students passed general science II (academic). In the spring 92.9 percent of the students passed the same subject (a difference of 70.7 percentage points).

Social Studies. A 61.5 percent overall passing rate was reported in social studies taught in the spring (only spring data were provided). A passing rate of 66.7 percent was recorded for grade 9 students and a passing rate of 60.5 percent was reported for grade 10 students.

Attendance

The average attendance rate of program students exceeded the school-wide rate by 17.8 percentage points. This surpassed the program objective in this area.

VII. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

The Spanish Bilingual Program (Superemos) at Seward Park High School is the first Title VII program at the school designed for Spanish-speaking students. Although funding did not arrive until late fall 1981 and therefore the program operated for less than a full school year (January - June 1982), it achieved considerable success in beginning to meet the needs of its LEP students with activities which supplemented the existing bilingual instructional services provided by the school.

Curricula have been developed for courses in mathematics, natural sciences, and career education. A school guide and a global history book (used school-wide) have been translated, and materials from other Title VII programs have been obtained and included in the resource collection housed in the library. Academic and career counseling are available to program students on a formal and informal basis and career workshops are held for small groups once a week. A family assistant maintains contact with students' families, intervenes in crisis situations, and makes referrals to community agencies when necessary. Parents have been successfully involved with the program through meetings, programs, and classes. Program students can also make use of the school's peer-tutoring program for assistance in E.S.L. and communications skills practice. Development activities for staff include attendance at program and school-wide meetings, city- and state-wide conferences, and university courses. Overall, the responses of students and parents to the program

have been positive. Finally and importantly, the mainstream staff has become involved with the program and issues of services to bilingual students.

Based on the performance data collected, however, program students met the program's proposed objectives only in the areas of native-language reading and attendance. Students' performance on the CREST could not be determined due to the lack of either pre-test or post-test data in many cases. In content-area subjects, the only group to achieve an overall passing rate of 80 percent was the ninth-grade students in spring science classes.

RECOMMENDATIONS

On the basis of several site visits, classroom observations, interviews with program personnel, and analysis of student performance data, the evaluation team recommends that consideration be given to changes in the following areas:

1) It is recommended that the program staff review the evaluation objectives for an appropriate assessment of student performance in light of the results on teacher-made examinations in the content areas of mathematics, science, and social studies. The criterion level of an 80 percent passing rate in these areas might be unrealistic for this group of students.

2) Given the problematic nature of source data submitted, it is recommended that the program implement the testing as proposed and provide information on as many program students as possible. An effort should be made to report student data as accurately as possible.

3) It is recommended that the program explore the possibility of facilitating bilingual program students' participation in business and/or career courses (such as accounting, business administration and computer science).

VIII. APPENDICES

APPENDIX A

SPANISH BILINGUAL PROGRAM MONTHLY PROGRESS REPORTS

SEWARD PARK HIGH SCHOOL
Dr. Noel N. Kriftcher, Principal

TO: Dr. Noel N. Kriftcher, Principal

FROM: Ms. Nora Ojeda, Project Director, Spanish Bilingual Program

DATE: March 17, 1982

RE: Month of February Progress Report of Spanish Bilingual Program

1. Two bilingual resource teachers commenced employment on February 1st. Ms. Alma Terrana, previously the Bilingual Coordinator at Pacific High School, is teaching two Pre-Algebra classes. Ms. Josephine Colón is teaching a General Science course and a Biology course.

2. Ms. Terrana held several conferences with Mr. Carter and Dr. Harrison concerning the curriculum and materials utilized in the Bilingual Social Studies classes. She also observed math classes taught by Mr. Crosfield and Mr. Harris, and the Global History class taught by Dr. Harrison.

3. Ms. Colón and Ms. Nizen met several times and developed mutual objectives for the bilingual resources and materials to be developed by Ms. Colón.

4. Ms. Colón met with Ms. Nizen to identify the teachers who deal with bilingual students. Ms. Colón observed Mr. Peterson's bilingual General Science class and followed up with an appointment for a post-observation conference.

5. Textbooks and materials of various publishers were researched by both Ms. Terrana and Ms. Colon. They consulted the respective departmental heads and textbooks and supplemental materials were ordered for Algebra, Math, Social Studies and Science.

6. Nora Ojeda held a preliminary meeting with Ms. Florence Jackson, Coordinator of TOLLEPS from the Office of Occupational and Career Education and Mr. Reynaldo Serina, the Bilingual Coordinator of the Bureau of Educational/ Vocational Guidance to explore the possibility of cooperating in the establishment of Bilingual Career Education course at Seward Park.

7. Nora Ojeda sought, and after a lengthy procedure, received permission from Washington for a budget modification based on the secretary intern line which was never filled and accruals from the salaries of the existent program personnel. As a result, three more paraprofessionals will be hired to provide direct services to the students.

8. Nora Ojeda attended the Leadership-in-Management Institute sponsored by the Hunter College/C.W. Post Bilingual Education Service Center on Feb. 11th.

9. Nora Ojeda attended the State Association of Bilingual Education annual conference which was held from Friday Feb. 19th to Sunday Feb. 21st.

10. Nora Ojeda attended a meeting at the office of Bilingual Education on Feb. 23rd. on how to prepare for the Federal audit of Title VII programs which is taking place in New York City right now.

SEWARD PARK HIGH SCHOOL
Dr. Noel N. Kriftcher, Principal

TO: Dr. Noel N. Kriftcher, Principal

FROM: Ms. Nora Ojeda, Project Director, Spanish Bilingual Program

DATE: April 1, 1982

RE: Month of March Progress Report of Spanish Bilingual Program

1. The Spanish Bilingual Program held a Parents Meeting on Monday, March 22nd at 5:30. 35 parents attended the meeting. Notices were sent to all the parents of the students in the program inviting them to the meeting, phone calls were made to each home and announcements were made in the Community Service News of Radio WADO and the newspaper El Diario/ La Prensa.

2. Three meetings of the Hispanic Club were held this month. At the third meeting, a representative of the Association of Hispanic Arts presented a slideshow on cultural activies by Hispanic artistic groups in New York City.

3. Nora Ojeda gave an orientation session to the New Teachers Class on the Spanish Bilingual Program and the special needs of newly arrived Hispanic students at Seward Park High School.

4. The Spanish Bilingual Program held its fall departmental conference on March 15, with 10 people present.

5. Three new paraprofessionals funded by Title VII began working for the Spanish Bilingual Program on March 10, 1982.

6. Held another meeting with Florence Jackson of TOLLEPS towards the establishment of a bilingual employability skills class for SY 82-83.

7. Nora Ojeda attended the Management-in-Training Institute of the Bilingual Education Service Center Hunter College on the Subject of Budget Management and Comprehensive Planning.

8. On March 31, 1982, three memebers of the Office of Bilingual Education spent the entire day at Seward Park monitoring the Spanish and Chinese Bilingual Programs in order to ascertain their status of compliance with the Consent Decree and Lau Regulations.

9. The Title VII Spanish Bilingual Students were given the Prueba de Lectura standardized test for purposes of program evaluation.

SEWARD PARK HIGH SCHOOL
Dr. Noel N. Kriftcher, Principal

TO: Dr. Noel N. Kriftcher, Principal

FROM: Ms. Nora Ojeda, Project Director, Spanish Bilingual Program

DATE: May 5, 1982

RE: Month of April Progress Report of Spanish Bilingual Program

1. On Saturday night, April 3rd, the students of the Hispanic Club were taken to the Puerto Rican Travelling theatre to see the play "Este, Aquel, Esta y Aquella." They were accompanied by Josephine Colón, Nora Ojeda and Maria Eva Merino.

2. The Hispanic Club met three times during the month and the club officers were elected.

3. Fifteen members of the Hispanic Club were student volunteers at the Health Fair over the three day period.

4. The Science Resource Specialist, Josephine Colón, attended the XIth Annual Conference of the National Association of Bilingual Education in Detroit, Michigan from April 5 to April 8.

5. On April 20th, Nora Ojeda and Alma Terrana met with Reinaldo Serina (of B.E.V.G.) and Florence Jackson (of O.O.C.E.) to review materials and discuss the outline for the Employablity Skills course to be offered next year by the Spanish Bilingual Program.

6. Nora Ojeda and Helene Dunkelblau of the Chinese Bilingual Program met with Martin Smith (of B.E.V.G.) to discuss the infusion of his Career Education Units into the ESL Curriculum.

7. Myrna Quiñones organized a cultural activity honoring Diana Acosta at which Mexican and Dominican students performed some of their national dances.

8. The Project Director of the Spanish Bilingual Program attended the Annual Conference of the National Association of Administrative Women in Education held in N.Y.C. from Friday April 23, to Sunday April 25.

9. The Spanish Bilingual Program held its departmental conference second period on April 26 with all members present.

10. Nora Ojeda, the Project Director of the Spanish Bilingual Program attended Mayor Koch's Town Meeting held at Seward Park High School on April 29 to better acquaint herself with the concerns of the Hispanic Community from which the program's students derive.

SEWARD PARK HIGH SCHOOL
Dr. Noel N. Kriftcher, Principal

TO: Dr. Noel N. Kriftcher, Principal

FROM: Ms. Nora Ojeda, Project Director, Spanish Bilingual Program

DATE: June 7, 1982

RE: Month of May Progress Report of Spanish Bilingual Program

1. On May 11, the Spanish Bilingual Program held its third Parents Meeting. Between 30 and 40 parents attended although it was held on a weekday evening. Dr. Kriftcher was present to greet the parents on this occasion. The program consisted of presentations by Ms. Acosta, the Bilingual Guidance Counselor, on the requirements for graduation and Mr. Santiago, the Talent Search counselor at Seward Park High School, on the services his program provides to students interested in attending college.

2. On May 7, Ms. Colon, Ms. Ojeda and four paraprofessionals took more than 30 students to the Brooklyn Botanical Gardens. They toured the Gardens, had a picnic lunch and attended an outdoor concert of Japanese classical music and dance.

3. The fourth departmental conference of the Spanish Bilingual Program was held during the second period on May 10, with all members of the program present.

4. On May 10, Ms. Ojeda and Ms. Terrana met with Reinaldo Serina of B.E.V.G. and Florence Jackson of TOLLEPS to discuss the curriculum being developed for the Employability Skills course to be offered by the Spanish Bilingual Program in Fall'82.

5. Ms. Ojeda provided the Professional Topic at the May 3, Faculty Conference to a combined meeting of the faculties of the Annex and the Main Building. In her presentation she described the services provided by the program, its goals and objectives and introduced the various program members and their functions.

6. Four meetings of the Latin American Club were held during May on Tuesday afternoons from 3:00 to 4:00 in room 316. Officers were elected and photographs were taken for the Program Newsletter "Nuestra Voz." Faculty advisors to the Latin American Club are Ms. Ojeda and Ms. Colon.

7. Ms. Terrana called a meeting with the Math A.P., the bilingual math teachers and Ms. Ojeda in order to discuss the possibility of greater synchronization between the Math Skills classes and the bilingual math courses. Minutes of the meeting were given to the Math Dept, and a follow-up meeeting will be held in June.

8. Ms. Terrana met several times with the Math Skills cooordinator on the needs of bilingual students in Math Skills classes. She provided the coordinator with materials and lessons in Spanish for those

students with special needs.

9. A tentative outline for the Employability Skills course to be offered in September by Ms. Terrana has been completed.

10. Ms. Acosta held a series of five Career Workshops with small groups of bilingual students on consecutive Fridays.

11. Ms. Quinones, the Title VII family assistant, made home visits to the families of five students during the month of May.

12. Ms. Quinones assisted four different sets of parents from Mexico who are seeking to establish residency in the U.S. She accompanied them to legal offices and helped them complete the necessary forms.

13. Ms. Quinones met every Saturday in May with a group of bilingual students for rehearsals of a cultural program that will be presented in the future.

14. Ms. Ojeda attended the Business Education Association Annual Convention on Saturday May 15, as a guest of Ms. Sims, the Business Education A.V. at Seward Park High School, in whose department the Employability Skills course will be offered.

SEWARD PARK HIGH SCHOOL
Dr. Noel N. Kriftcher, Principal

To: Dr. Noel N. Kriftcher

FROM: Ms. Nora Ojeda, Project Director, Spanish Bilingual Program

DATE: June 24, 1982

RE: Month of June Progress Report of Spanish Bilingual Program

1. More than 200 people attended the End-Term Festival sponsored by the Latin American club and the Spanish Bilingual Program on June 22, from 6:00 to 8:00 p.m. Parents, administration, faculty and club members were invited. The audience was composed mainly of families of bilingual students. The program director and guidance counselor spoke briefly. A cultural program of ten numbers performed by students of dances and songs from Puerto Rico, Mexico, the Dominican Republic, Colombia and Ecuador was presented. Food, informal singing and dancing and general mingling followed.

2. Members of the Latin American Club who performed dances at the End-Term Festival rehearsed daily after school for two weeks. Ms. Acosta and Ms. Quinones worked with the Mexican students. Ms. Colon and Ms. Merino worked with the Ecuadorian/Colombian students. Ms. Ojeda worked with the Dominican and Puerto Rican students. Mr. Mejia ran the sound system. The Club members, with the help of Ms. Quinones, made their own costumes. Club members and their parents also prepared the food served at the Festival.

3. The first issue of "Nuestra Voz" (Our Voice), the bulletin of the Spanish Bilingual Program was distributed to paremts at the Latin American Club and Bilingual Program End-Term Festival held on June 22.

4. The officers of the Latin American Club and the Chinese Culture Club went together to the Saturday, June 19, matinee performance, of the live production of "Annie", chaperoned by the Spanish Bilingual Program Director.

5. There were four after school business meetings of the Latin American Club.

6. The six officers of the Latin American Club received service awards at the Flag Day assembly on June 14.

7. The Science Spanish-English Glossary developed by the Science Resource Teacher has been printed and will be distributed to Bilingual General Science students in the Fall term.

8. The Math Spanish-English Glossary developed by the Math Resource Teacher has been completed and will be distributed to the bilingual Math students in the Fall.

9. Nora Ojeda and Alma Terrana met with Florence Jackson and Reinaldo Serina to finalize the outline for the Employability Skills Curriculum on June 15.

10. The textbooks, instructional aids and audio visual materials for the Employability Skills course to be taught in the Fall are in place.

11. A budget was prepared by the program director to extend the Title VII program into the summer so that four paraprofessionals will be working on translations and preparation of materials in July under the supervision of Ms. Acosta.

12. Several applicants for positions as bilingual teachers have been interviewed by the program director this month.

13. The Prueba de Lectura (a Spanish reading test) was administered to the Title VII Spanish Bilingual Students for purposes of evaluation on June 8.

14. The 1982-83 budget for the Title VII Spanish Bilingual Program was submitted to Washington on June 8.

15. The lengthy questionnaire of statistical data on each student and staff member in the Bilingual Program for evaluation purposes was completed this month. The collection of data was supervised by Ms. Terrana.

16. Dr. Clara Velazquez, the Title VII evaluator, completed five visits to Seward Park High School to observe various aspects of the Spanish Bilingual Program.

17. Ms. Betty Beitler of the NYC Board of Education's Office of Bilingual Education monitored both the Spanish and the Chinese Bilingual Programs on June 9.

APPENDIX B

SPANISH BILINGUAL PROGRAM NEWSLETTER

NUESTRA

VOZ

81

Seward Park
High School
Dr. Noel N. Kriftcher, Principal

Saludo del director de Seward Park High School

Estimados padres:

Tengo el placer de saludarles desde la primera edición del boletín del Departamento Bilingüe de Español. La Sra. Ojeda y los miembros del departamento que ella dirige han estado trabajando muy duramente este año para ayudar a sus hijos en el proceso de adaptaciona una nueva cultura y un nuevo idioma, el idioma inglés.

La Escuela Secundaria Seward Park es una de las pocas escuelas en los Estados Unidos donde se han establecido dos programas bilingües (español y chino) que funcionan con fondos del gobierno federal. Esto indica nuestro propósito de cultivar la diversificación étnica existente en nuestra escuela. Asi podremos proporcionales a nuestros alumnos la oportunidad de que utilicen su capacidad de aprender al máximo para que se conviertan en miembros productivos de nuestra sociedad.

Quiero por este medio expresarle las gracias a Ms. Acosta y el Sr. Menéndez, quien ya no se encuentra entre nosotros, por haber escrito la propuesta en solicitud de fondos para el programa.

No se olviden que Seward Park es la escuela de sus hijos. Quiero que se sientan en libertad de visitarnos, para que conozcan el funcionamiento de nuestra escuela y los cursos que ofrecemos. Si necesitan ayuda en el proceso de transición de sus hijos a esta sociedad, tambien estamos para ayudarles. Necesitamos su cooperación, el que formen parte de nuestra comunidad, para crear una sociedad donde tengan lugar ciudadanos educados, gente de paz.

Sinceramente,

Principal

Mensaje de la directora del programa bilingüe

Por Nora Ojeda

Es de gran orgullo para nosotros el tener la oporunidad de ser presentados a Uds. por medio de estas páginas. Aprovecharemos para explicar a Uds, los padres de nuestro alumnos, el propósito y funcionamiento de nuestro programa.

Este es el primer año de existencia de un programa bilingüe para estudiantes de habla hispana en nuestra escuela. Este programa está financiado con fondos del gobierno federal.

El propósito del programa es el de proveer ayuda a los estudiantes recien llegados a este país quienes por lo general muestran dificultades en hablar, leer y escribir en inglés. Nosotros tratamos de ayudar a sus hijos durante el periodo de transición y adaptación a una nueva cultura y un nuevo idioma. Con este propósito, ofrecemos una variedad de recursos con objeto de facilitar esta adaptación: 1) A medida que los estudiantes van recibiendo instrucción intensiva en el idioma inglés (como segunda lengua), toman sus clases de matemáticas, ciencias, y estudios sociales, todas ellas en español. De esta forma siguen recibiendo clases en español para que puedan seguir adquiriendo conocimientos en su idioma nativo. Una vez que ellos adquieran ol dominio del idioma inglés, podran participar en clases conducidas totalmente en inglés; 2) Proveemos libros y materiales en español para todas las clases. 3) Proveemos tutoría en español en todas las areas y en inglés como segunda lengua para aquellos estudiantes que lo deseen o sean referidos a nosotros por otros maestros. 4) Hemos adquirido materiales de referencia, enciclopedias, diccionarios, etc. en español para establecer un centro de investigación sistemática y científica. 5) Hemos organizado un club que ofrece a los estudiantes varias actividades extracurriculares tales como, ir a teatros, a museos y a viajes. 6) Conjuntamente, tenemos una organización de padres cuya participacion activa en nuestro programa ayuda a garantizar el éxito del mismo. 7) Ofreceremos el proximo año un curso llamado: Employability Skills. Este curso prepará a los estudiantes para el mundo del trabajo. Asi, podran ser miembros funcionales y productivos de esta sociedad una vez que se graduén de nuestra escuela. Tambien ofrecemos un curso despues de clases para los padres; dicho curso enfocará el tema de inglés como segunda lengua E.S.L. y Urban Survival Skills cuyo objetivo primordial es el de preparar a las personas para que puedan sobrevivir en este ambiente urbano.

Estos son los integrantes de nuestro programa:
Nora Ojeda—Directora del Projecto
Diana Acosta—Consejera Bilingüe
Alma Terrana—Especialista en Recursos del Departamento de Matemáticas
Josephine Colon—Especialista en Recursos del Departamento de Ciencias
Myrna Quiñones—Asistente en asuntos familiares de la Consejera Bilingüe
Francisco Mejia—Asistente Educacional de Matemáticas
Jose Sigüenza—Asistente Educacional de Estudios Sociales y de Ciencia
Ivette Ayala—Asistente Educacional de Matemáticas y de Ciencias
Migdalia Roque—Asistente Educacional y Administrativa
Maria Eva Merino—Asistente Educacional de Relaciones Comunales y Tutora

Todos nosotros estamos para servirle a Ud. y a sus hijos. Si Ud. tuviera alguna pregunta o deseara hablar con alguno de nosotros, siéntase libre de llamar y hacer una cita. Nuestro teléfono es 475-2667. Solamente a traves de un esfuerzo conjunto entre el hogar y la escuela podremos proveer de una buena educacion a sus hijos.

Seward Park High School

Dr. Noel N. Kriftcher, Principal

Greeting From The Principal

Dear Parents:

I am pleased to have the opportunity to greet you in this, the first issue of the bulletin of our new Spanish Bilingual Program. Ms. Ojeda and a staff of dedicated professionals have been hard at work this year to develop this program to assist your children as they make the transition to the English language.

Seward Park High School is one of the very few schools in the United States to have received federal funding to support *two* programs, for Spanish and Chinese-language students. This is a measure of our commitment to maintain the diversity of our school and to prepare all of our youngsters for successful educational experience. In this way, we hope to pave the road for them to learn as much as they are able and, as a result of successful educational experiences, become productive members of our society.

Special thanks are extended to Ms. Acosta who, together with former faculty member Mr. Menendez, wrote the proposal for this program.

Seward Park High School is *your* school as much as it is your youngsters'. We want you to feel welcome to visit, to learn about our course offerings, to seek help in improving your youngsters' adjustments to life in New York. We *need* your involvement, for the sense of community that we have the opportunity to create is our best hope for a peaceful society and an educated citizenry.

Cordially,

Noel N. Kriftcher

Principal

Message From The Director of the Bilingual Program

by Nora Ojeda

It is with pleasure and pride that we introduce ourselves to you, the parents of our bilingual students. We would like to take this opportunity to tell you something about ourselves and our program.

This is the first year that there has been a federally funded Title VII Spanish Bilingual Program at Seward Park High School.

Our purpose is to provide assistance and support to Hispanic students who are newly arrived to this country or who have not yet acquired proficiency in the English language. We try to help your children as they make the difficult transition from one culture and language to another. We offer a variety of approaches to help our Spanish-speaking students succeed in this new environment. We do this in the following ways; 1) While students are receiving intensive instruction in English as a Second Language, they receive classes in Spanish Language Arts so that they continue to develop in their first language. Once they are proficient enough in English to meaningfully participate in subject area classes conducted solely in English, they are transferred into the mainstream. 2) We provide textbooks and classroom materials in Spanish for all their subject area classes. 3) We provide tutoring in all subject area courses in Spanish, and in English as a Second Language throughout the day to all students who request it or are referred to us by other teachers. 4) We have purchased reference materials, encyclopedias, dictionaries, etc. in Spanish to establish a Research Center for students. 5) We have organized an Hispanic club that exposes students to extracurricular cultural activities such as Spanish language theatre, museums, trips and so forth. 6) We have organized a parents organization whose active participation in our program is an important key to our success. 7) We are offering a course next year in Spanish called Employability Skills which will prepare our students for the world of work so that they will be functional and productive members of society when they graduate from Seward Park High School. We will also be offering after-school sessions of this class to parents focusing on ESL and urban survival skills.

These are the people who make up our program:

Nora Ojeda—Project Director
Diana Acosta—Bilingual Guidance Counselor
Alma Terrana—Math Resource Specialist
Josephine Colón—Science Resource Specialist
Myrna Quiñones—Family Assistant to Guidance Counselor
Francisco Mejía—Math Educational Assistant
Jose Sigüenza—Social Studies and Science Educational Assistant
Maria Eva Merino—Tutor and School/Community Relations Educational Assistant
Ivette Ayala—Math and Science Educational Assistant
Migdalia Roque—Administrative Educational Assistant

We are all here to serve you and your children. If you should have any questions, or want to visit any of us, please feel free to call and make an appointment. Our telephone number is 475-2667. Only through a cooperative effort between the home and the school can we best help each other to provide a quality education to our children.

What Grade Are You In?

By: Diana Acosta

During my interviews with students, I am frequently asked what requirements a student must meet, in order to pass to the next grade. According to the rules of the school I would like to respond to the above question.

Each course which a student takes and passes is worth one credit, except for Health Education (gym). However, if a student does not pass seven terms of Health Education, he/she will not obtain a diploma. The remedial courses such as Reading Lab or Math Skills are worth half a credit.

A student will pass from the 9th to the 10th grade by taking and passing the following courses:

9th Grade

In order to pass from the 9th to the tenth grade, a student must pass the following:	**ESL 1**	(2 credits)
	RCA 1	(1 credit)
	ESL 2	(2 credits)
	RCA 2	(1 credit)
	Total	6 credits + 2 additional credits

10th Grade

In order to pass from the 10th grade to the 11th, a student must pass the following:	**ESL 3**	(1 credit)
	RCA 3	(1 credit)
	ESL 4	(1 credit)
	RCA 4	(1 credit)
	Total	4 credits + 23 additional credits

A student is promoted to the 12th grade when he/she has completed 27 credits and is going into Eng. 7.

In order to graduate in June, 1982, a student must have completed 38 credits. As of June, 1982 it will be 40 credits. Included in these 38 credits are the following courses:
English 1-8 (remember that ESL 3 = Eng. 1 and ESL 4 = Eng. 2)
Global History 1, 2, 3, (or a combination of SSF and World History)
American History 1, 2 and Economics (These requirements are in the process of being changed)
Science—4 credits
Mathematics—4 credits
Art—1 credit
Practical Arts—1 credit
Music, Art or Practical Arts—1 credit
Hygiene—1 credit
Gym—7 terms
Elective Credits—11 credits

In addition to this, a student must have completed a 3-year sequence in some subject area. This 3-year sequence is included in the 38 credits. Most Hispanic bilingual students use Spanish as their 3-year sequence. Spanish can also be used to fill in missing elective credits. Since many Hispanic students do well in Spanish, it can also be used to raise a student's average. High averages look very impressive when a student is applying to college.

The last requirement involves passing some very important tests. These tests are administered by the New York State Board of Regents. A student must pass a Regents Competency Test (RCT) in Reading, Writing, and Mathematics. These tests are of such importance, that even if a student passes all of his/her subjects, but fails one of these exams, he/she will be denied a diploma.

In addition, each student must pass a culminating examination in English 8 and American History 2, either a school-wide final exam, a City Wide Exam or a Regents Exam.

I hope the above information will be of help to each student and his/her parents. Look at the program you have received for next term. See how it helps you meet your requirements for graduation. If you have a question, we can speak about changing it before June. Remember, September will be too late. Unless there is an error in your program, there will be no program changes granted in September.

The requirements I have stated above, apply for all students graduating before June, 1984. The requirements will be a little different for those graduating in June, 1984, or afterwards.

I hope to be giving you all the new information in future issues of this Newsletter.

How You Can Help Your Child Succeed in School

By Alma Terrana

What can parents do to ensure their children's success in their school lives? Parents play a most important role in their children's education. When the school day ends, the role of the parents becomes more crucial. Many parents would like to participate more actively in the education of their children, but they find that they really do not know how best to do so.

We suggest the following:

- Ask your children to show you their books and notebooks every day.
- Ask your children what they learned in school every day and what topics were discussed in their various classes.
- Be certain that all their homework has been completed before they watch television, go out or go to bed.
- Ask your children if they have particular difficulties in any of their classes.
- Encourage them to discuss their difficulties with their teachers.
- Call the Bilingual Office at 475-2667 whenever there is a problem.

Remember that parents and school should work together. If we do so, we will work more effectively and this, in turn will increase your children's success in school.

APPENDIX C

SPANISH BILINGUAL PROGRAM PARENTS' ACTIVITIES

SEWARD PARK HIGH SCHOOL
Spanish Bilingual Program

AGENDA FOR PARENT MEETING
Monday March 22, 1982 Room 434

I. Greetings - Nora Ojeda

II. Introduction of all Title VII Personnel and their duties - Nora Ojeda

Diana Acosta - Bilingual Guidance Counselor

Alma Terrana - Bilingual Resource Teacher - Math

Josephine Colón - Bilingual Resource Teacher - Science

Myrna Quiñones - Family Assistant

Frank Mejia - Educational Assistant

Migdalia Roque - Secretary

Maria Eva Merino - Educational Assistant

Jose Siguenza - Educational Assistant

Ivette Ayala - Educational Assistant

III. The purpose, goals and objectives of our program and a short history of how the program began - Nora Ojeda

IV. The function of the Guidance Counselor - Diana Acosta

V. Parental Activities Coordinator to describe future plans of the Bilingual Program for Parents - Alma Terrana

VI. Student Activities Coordinator to describe future Hispanic Club activities and future plans for students in the Bilingual Program - Josephine Colon

VII. Closing Remarks - Nora Ojeda

March 22, 1982

LIST OF PARENTS PRESENT AT MEETING

1. Gloria Santiago
2. Rosa Elisa Perez
3. Luis Duarte
4. Ireno Cabral
5. Jose Torres
6. Juan Zorrilla
7. Rina Gallart
8. Eugenia Garcia
9. Rosa Goris
10. Emilio Fernandez
11. David Rodriguez
12. Luz M. Pena
13. Maria Garcia
14. Alcedo Adames
15. Emiliano Murio
16. Dominga Morales
17. Juan Valentin
18. Pedro Tejada
19. Gabriel Builes
20. Dolores Munoz
21. Maria Perez
22. Rafaela Inoa
23. Sonia Soberats
24. Ruben Munoz
25. Francisco Antonio Molina
26. Matilde Pabey
27. Gloria Santiago
28. Rodolfo Ulin
29. Luis Herrera
30. Edwin Vasquez
31. Felix Zelaya
32. Esebio Vega
33. Mario Santiago Guzman
34. Gorge E Marroqui
35. Jorge Briones

Minutes of the Title VII
Spanish Bilingual Program
Parents Conference
May 12, 1982

The Third Annual Parent's Conference began at 6:15 on Tuesday, May 11. Ms. Ojeda opened the meeting with a welcome to the parents and introduced the principal Dr. Kriftcher, Dr. Velazques of the O.E.E. of the Board of Education and the speakers: Mr. Santiago and Ms. Acosta. Ms. Terrana thanked the parents for the effort they made to attend the meeting and reminded them of the importance of attending future meetings.

Dr. Kriftcher welcomed the parents and expressed his views about the importance of bilingual programs and the role they play in assisting the newly arrived students in the acculturation process.

Ms. Acosta explained the requirements for graduation and stressed the importance of the ESL and RCA subjects.

Mr. Santiago from the "Talent Search Project" informed the parents of the services provided by "Talent Search" to students who are thinking of a college education and wish to have information and assistance with: SAT tests, Applications, Financial Aid and the selection of a college where they can pursue the career of their interest.

Ms. Terrana asked the parents to join the Committee of Parents and the following parents volunteered:

Mrs. Maria Mojica
Mr. David Rodriguez
Mr. Juan Acevedo
Mrs. Maria Acevedo
Mrs. Rosa Elisa Perez
Mr. Juan Valentin

The meeting concluded at 7:30 and refreshments were served.

725-0100

The following parents attended the Parent's Conference:

1. Maria Berritez
2. Mocenica Rodriguez
3. Esa Rodriguez
4. Maria Mojica
5. Mercedes Marroqui
6. David Rodriguez
7. Ofelia Guarez
8. Juan Valentin
9. Dominga Morales
10. Maria Ortiz
11. Ana Rodriguez
12. Juan Acevedo
13. Ana Dolorez Perez
14. Rosa Elisa Perez
15. Ana Lopez
16. Ramon E olivo
17. Lecocadio Gonzalez
18. Juan Encarnacion
19. Soledad Munoz
20. Matilde Pabey
21. Maria Acevedo
22. Jorge Olivo